



Tennessee Department of Education
Federal Programs Directors Conference
October 19, 2011

Using Increased Learning Time to Accelerate Turnaround and Transformation

SIG Federal Guidelines: The Bottom Line



Ongoing, high-quality job-embedded professional development



Schoolwide “response- to- intervention” model



Continuous use of data to differentiate instruction for individual students



Technology-based supports and interventions



Opportunities in advanced coursework, dual enrollment programs, or thematic learning academies



Social-emotional & community-oriented services and supports



Ongoing mechanisms for family and community engagement

A school calendar of 180, 6½-hour days is not enough time to meet all that is required of SIG schools.

Interpreting Federal ILT Guidance for States

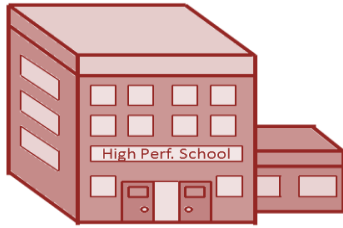
A-32d.

. . . An LEA has the flexibility to determine how to precisely meet the requirements to establish schedules that provide increase learning time, and should do so with an eye toward *the goal of increasing learning time enough to have a meaningful impact* on the academic program in which the model is being implemented.

What school/district ILT practices create “a meaningful impact”?

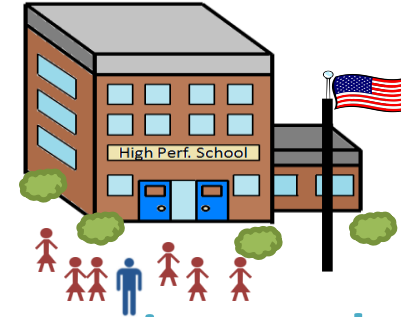
What can SEAs do to support ILT efforts so they create “a meaningful impact”?

State ILT Guidance: Creating Results?



What SIG Schools **checking boxes** looks like:

- ✗ K-5 School added 5 minutes to each class.
- ✗ High school added an after-school program; however, failed to communicate it to students and families.
- ✗ Elementary school added 15 minutes to day for breakfast rather than academics.
- ✗ Middle school added one hour 6 years ago, so was not required to implement any more time.



What **creating results** looks like:

- ✓ High school added 90 minutes daily to make 8-hour student day to provide more core, enrichment, and supports.
- ✓ Elementary school added 7½ hours of instruction per week for all students.
- ✓ Middle schools added 75 minutes to each day and 5 days to year. Focus on developing academic language and providing more interventions.

Matthew J Kuss Middle School

Ramp Ups

Kuss School Facts

Location	Fall River, MA
Grades	6 – 8
Start/End Time	7:18 – 3:30
# of Students	648
% Low Income	82

Designated “Chronically Underperforming” in 2004

Expanded School Day in 2006

Made AYP past two years in 2009 and 2010

What is it?

Small group ELA and/or math support

Students placed and monitored based on interim assessments

Electives, Intervention or Acceleration

Supports taught by content teachers

How much time?

45 minutes, 1 to 6 times per week

27 to 162 total additional hours, depending on student needs

Schedule can be adjusted to each individual student as need identified

Matthew J Kuss Middle School Ramp Ups

	Day 1	Day 2	Day 3	Day 4	Day 5
7:18-8:06	Core: Science	Core: Science	Core: ELA	Core: Math	Elective
8:08-8:52					Math Ramp Up
8:54-9:38	Specialty	ELA Ramp Up	Core: Math	Core: Science	Core: SS
9:40-10:24	Core: Math	Science Elec.			Specialty
10:28-11:12		Core: SS			
11:14-12:26	LUNCH				
	Core: SS	Specialty	Core: SS	ELA Ramp Up	Specialty
12:28-1:12	Core: ELA	Core: Math	ELA Ramp Up	Core: ELA	Core: Science
1:14-1:58			Math Ramp Up		
2:00-2:44	Elective	Core: ELA	Core: Science	Core: SS	Core: Math
2:46-3:30	Science Elec.				

Core
Subjects

Additional
Academics

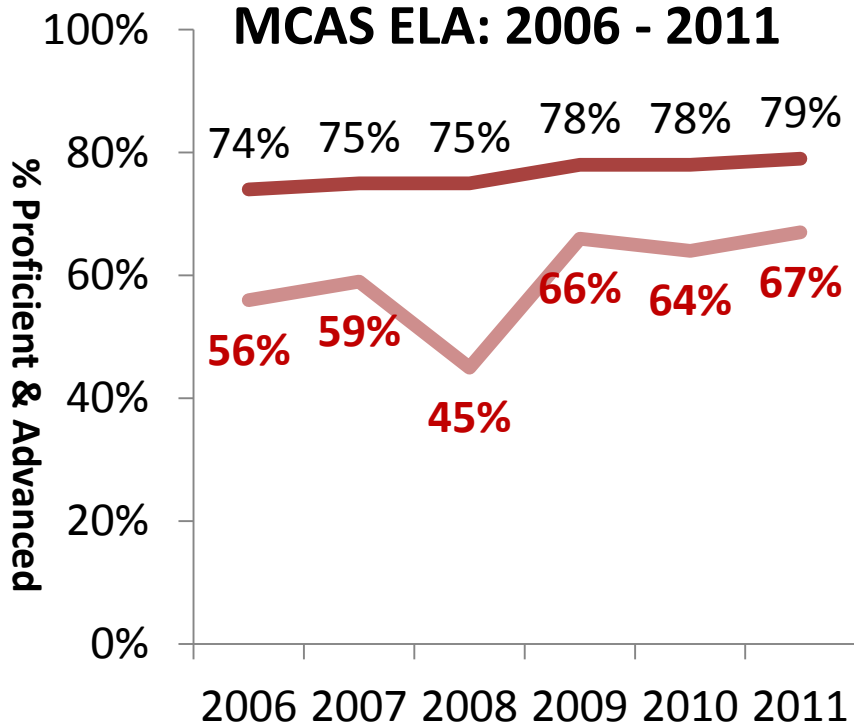
Specialty
(art, PE,
health)

Enrichment
Elective

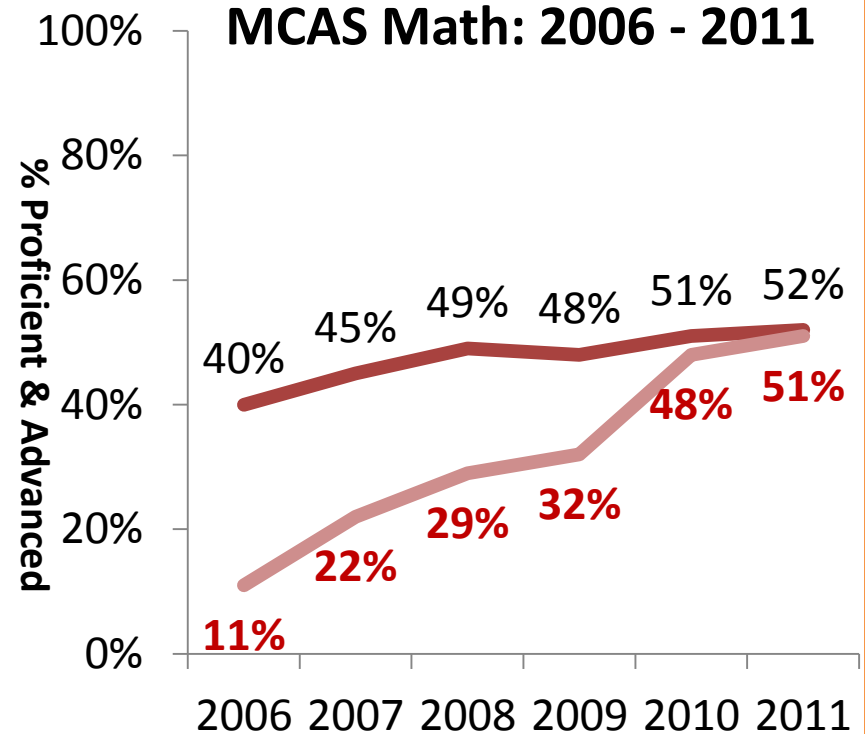
SAMPLE 7th GRADE STUDENT SCHEDULE

8th Grade ELA and Math MCAS* Comparison: *Kuss Middle School vs. Massachusetts*

MCAS ELA: 2006 - 2011



MCAS Math: 2006 - 2011



— State — Kuss

*Massachusetts Comprehensive Assessment System

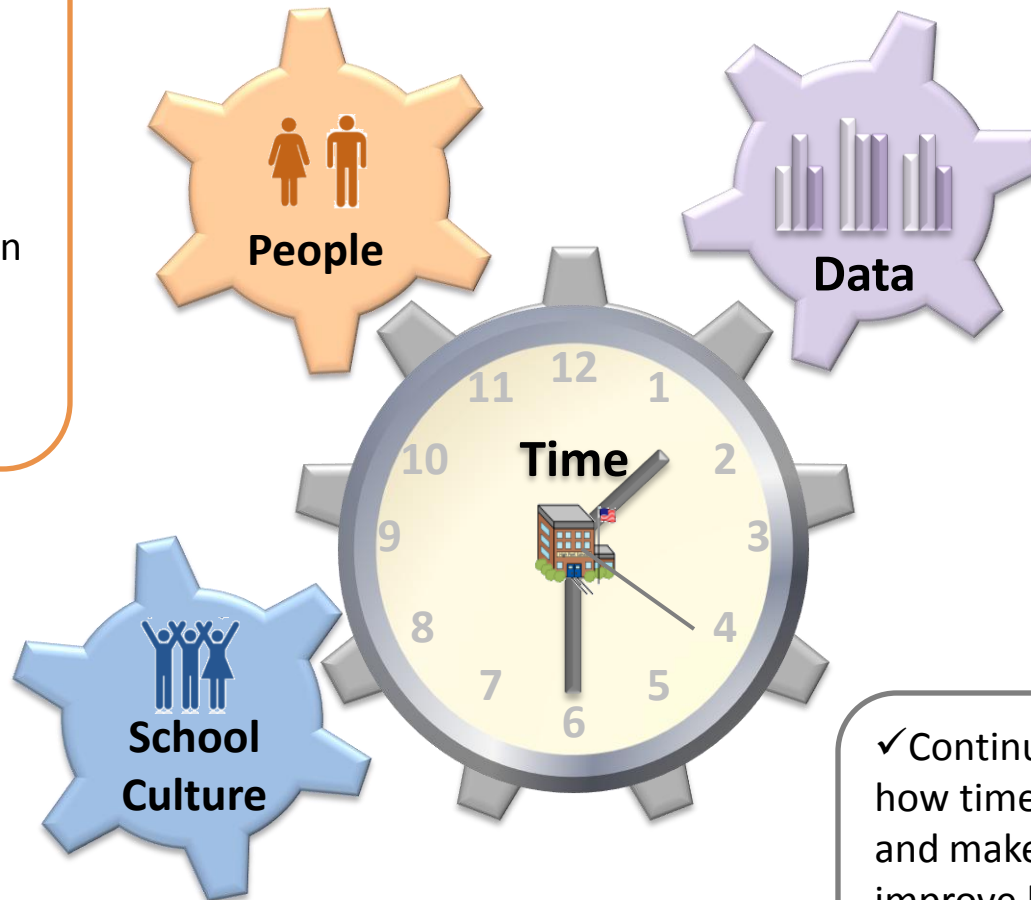
Year 1 Lessons from Boston SIG

- ✓ Build Teams

- ✓ Provide high quality, job-embedded PD

- ✓ Calibrate the administrative team's vision for effective instruction

- ✓ Create a district network



- ✓ Create instructional cycles with benchmark and progress monitoring data at the team, school, and district level

- ✓ Set and monitor improvement goals

- ✓ Publically post data

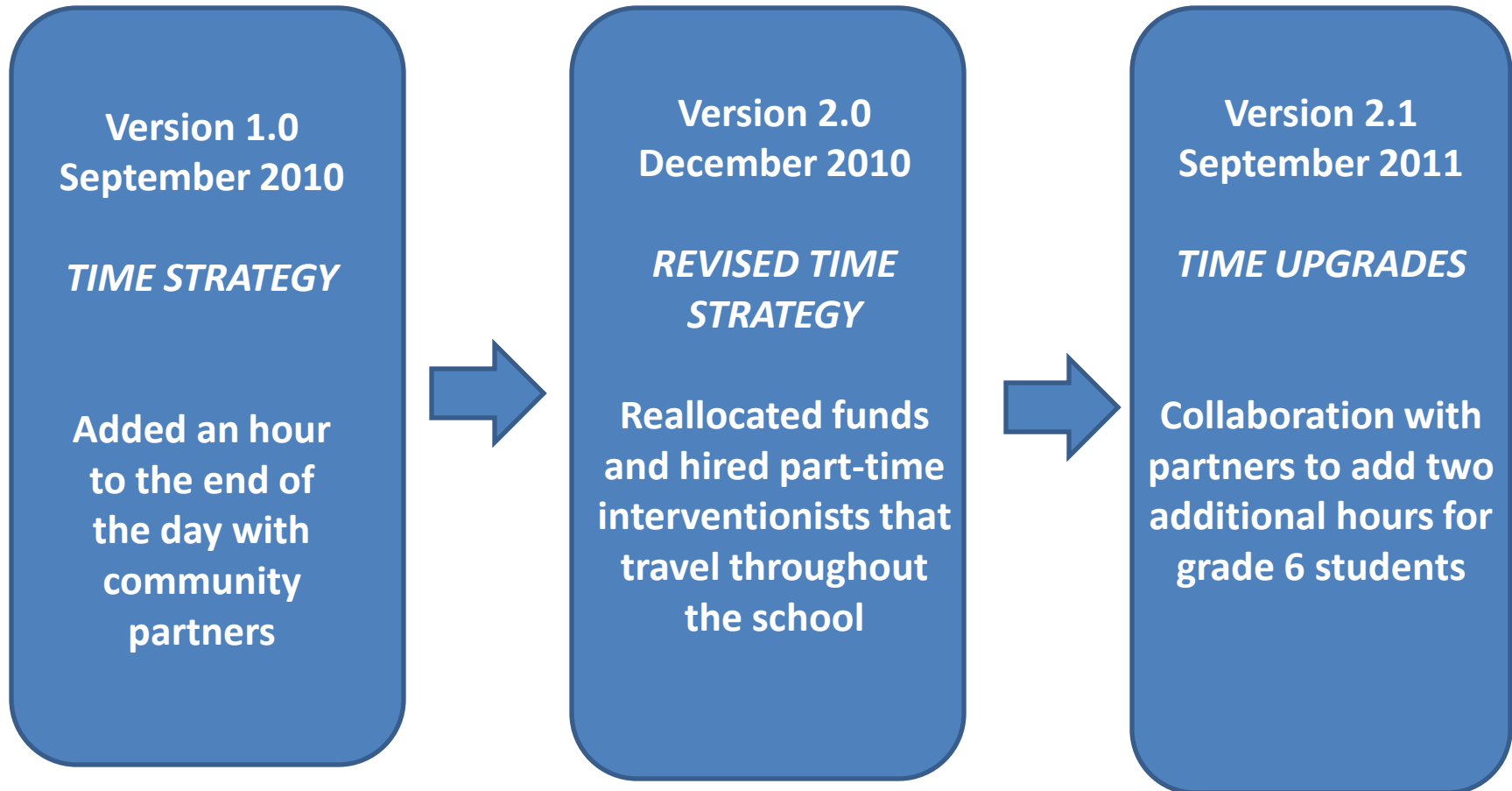
- ✓ Implement a Positive Behavioral Incentive System

- ✓ Establish a culture of high expectations

- ✓ Continually assess how time is being used and make changes to improve learning and teaching conditions

Dever McCormack K-8

Dorchester, Massachusetts



Dever-McCormack Lower School Master Schedule (6/20/11)

Time	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9:15	Breakfast 9:15-9:25	Breakfast 9:15-9:25	Breakfast 9:15-9:25	Breakfast 9:15-9:25	Breakfast 9:15-9:25	Breakfast 9:15-9:25
	9:25-9:30 Attendance	9:25-9:30 Attendance	9:25-9:30 Attendance	9:25-9:30 Attendance	9:25-9:30 Attendance	9:25-9:30 Attendance
	9:30-11:00 Reader's Workshop	9:30-10:40 Writer's Workshop	9:30-10:03 Science/SS/TMM	9:30-9:40 TMM	9:30-9:45 TMM	9:30-9:45 TMM
10:00			10:03-10:51 Specialty	9:40-10:40 Writer's Workshop	9:45-10:35 Intervention TWR	9:45-10:35 Intervention TWR
		10:40-10:51 TMM			10:35-11:43 Math	10:35-11:43 Math
		10:51-11:37 Specialty	10:51-11:35 Science/SS	10:40-11:30 Intervention TWR		
11:00	11:00-11:37 Science/SS					
	11:37-12:25 Specialty	11:37-1:10 Reader's Workshop	11:35-12:25 Intervention (TWR)	11:30-12:30 Math	11:43-12:23 Lunch	11:43-12:23 Lunch
12:00					12:25-1:13 Specialty	12:25-1:13 Specialty
	12:30-1:10 Lunch		12:25-1:50 Reader's Workshop	12:30-1:10 Lunch		
1:00	1:10-1:25 Rest	1:10-1:50 Lunch		1:10-1:53 Science/SS	1:13-2:41 Reader's Workshop	1:13-2:41 Reader's Workshop
	1:25-2:25 Math	1:50-2:50 Math		1:53-2:41 Specialty		
2:00			1:50-2:30 Lunch			
	2:25-3:29 Writer's Workshop	2:50-3:40 Intervention	2:30-3:30 Math	2:41-4:15 Reader's Workshop	2:41-3:41 Writer's Workshop	2:41-3:41 Writer's Workshop
3:00						
	3:29-4:19 Intervention TWR	3:40-4:15 Science/SS	3:30-4:15 Writer's Workshop		3:41-4:15 Science/SS	3:41-4:15 Science/SS
4:00						
4:15	Dismissal					

Dearborn Middle School Roxbury, Massachusetts

Version 1.0
September 2010

TIME STRATEGY

Added an hour as an additional class dedicated to small group individualized intervention



Version 2.0
September 2011

REVISED TIME STRATEGY

- Modified the master schedule to align bilingual classes with mainstream classes to allow for greater flexibility
- Reassigned staff to allow for an additional math class for student not required to participate in SEI classes
- Increased teacher collaboration opportunities

Orchard Gardens K-8

Roxbury, Massachusetts

Partnership-Based Approach to Expanding Time

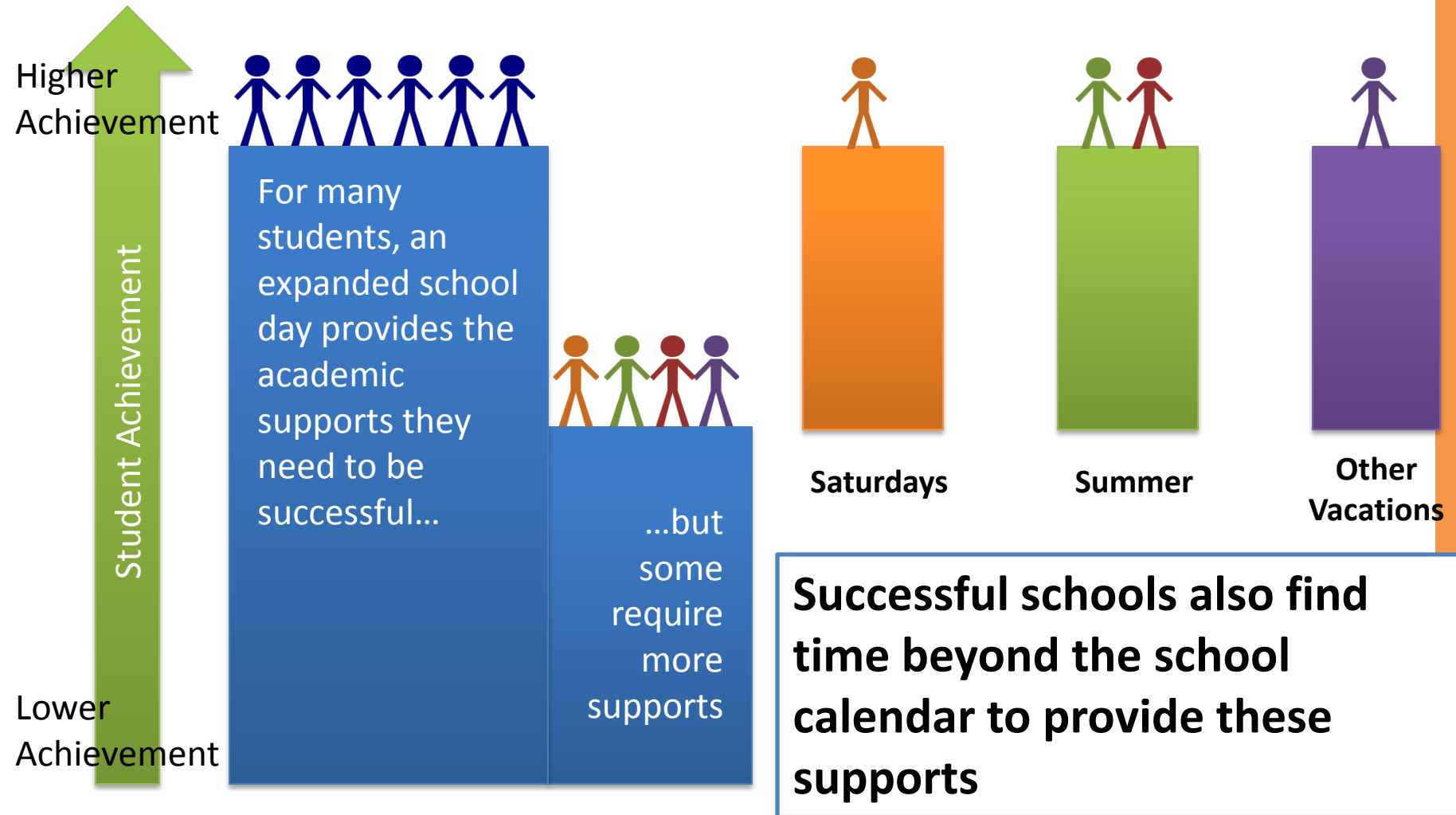
7:30

2:30

5:30

Current School Day with Additional Hour	Partner-Led Instruction
<p>Grades 6-8</p> <ul style="list-style-type: none">•Students receive an additional math or ELA class based on needs <p>Grades K-5</p> <ul style="list-style-type: none">•Core teacher decides if the additional hour is to be used for math or ELA instruction	<p>Citizen Schools</p> <ul style="list-style-type: none">•Mandatory additional time for 6th and 7th grade•Mandatory additional time for targeted 8th grade students <p>BELL and City Year</p> <ul style="list-style-type: none">•Additional time for 50% of K-5th grade students

Targeted Support for Struggling Students





Thank you!

Tennessee Department of Education
Federal Programs Directors Conference
October 19, 2011

www.timeandlearning.org